

GRADE THREE UNIT

CCLS ALIGNED UNIT 1 (BASED UPON UNIT 2 IN THE SCOTT FORESMAN SERIES)

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UNIT RATIONALE: Students who are college and career ready value evidence, build strong content knowledge, comprehend as well as critique, problem solve and use technology and digital media strategically and capably.

What is the Organizing Center of this Unit? The research process- Smart Ways That problems are Solved

Measurable Learning Targets: What will students know and be able to do by the end of this unit?

Independently identify from informational text read:

Main idea, supporting details, use of facts, research process, revision, text, cause and effect, use of graphic organizers, ask and answer questions, sequence of events, describe scientific ideas or concepts.

Effectively develop in own writing:

Guiding questions for research, develop topic with facts, definitions and details, organization is appropriate to task and purpose, plan, revise, and edit with peers and adults to strengthen writing as needed, take note and sort into categories, use technology to produce and publish, collaborate and interact with others, use and gather varied sources of information, use keyboard skills, conduct short project on a topic, write over extended and brief times for research, reflection and revision.

Independently demonstrate foundational skills:

Use context clues to understand text as necessary, understand and define grade level and domain specific vocabulary (e.g. adaptation) , read grade level text with purpose and understanding.

Demonstrate speaking and listening skills:

Active listening, engage effectively in collaborative discussions, taking turns while others speak, sharing facts found, explain own ideas for understanding, speaking clearly with relevant facts and in complete sentences, create visual displays to enhance facts and details, determine main idea and supporting details of text read aloud, report on a topic at an understandable pace.

Apply conventions of standard English:

Produce simple, compound and complex sentences, use capitalization, punctuation, spelling and grammar appropriately, consult reference materials, identify real-life connections between words and their use, distinguish between literal and nonliteral meanings of words. use context clues.

Essential Questions:

- *As a researcher, how do we find out which facts are most important?
- *Which tools can help us gather and organize our facts?
- *What are smart ways that problems are solved?
- *How have animals adapted to solve the problems of their environment?
- *How can we share our research in ways that will matter to others?

ALIGNMENT OF INSTRUCTIONAL MOMENTS, PURPOSES, AND RESOURCES

MOMENT:	PROVIDES TEACHERS POTENTIAL TO TEACH AND FORMATIVELY ASSESS:	USING THESE RESOURCES:
GUIDED READING	Targeted comprehension, fluency, listening and speaking and / or language skills.	Textbook leveled readers Scott Foresman Unit 2 Checklists Annotated Records Observation
LITERATURE STUDY	<ul style="list-style-type: none"> *Main idea *Supporting details *Use of facts *Text *Context clues *Cause and effect *Sequence of events *Active listening *Taking turns while others speak *Speaking clearly *Sharing facts found *use visual displays to enhance facts *Describe scientific ideas and concepts *Organization as a trait of writing 	Individual or small group-selected text relevant to research topics Checklists Annotated Records Graphic organizers Observation
INTERACTIVE READ ALOUD	<ul style="list-style-type: none"> *Main idea *Supporting details *Use of facts *Text *Context clues *Cause and effect *Sequence of events 	Scott Foresman Unit 2 <i>Penguin Chick</i> by Betty Tatham for modeling Other stories will follow Assess with Weekly Selection Tests from S.F. Series Unit 2 NYS Benchmark Test

	<ul style="list-style-type: none">*Active listening*Taking turns while others speak*Speaking clearly*Sharing facts found*Ask questions for understanding*Describe scientific ideas and concepts*Organization as a trait of writing*Distinguish relevant information	Checklists Annotated Records Graphic organizers Observation
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MOMENT:	PROVIDES TEACHERS POTENTIAL TO FORMATIVELY ASSESS:	USING THESE RESOURCES:
INDEPENDENT READING	<ul style="list-style-type: none"> *Main idea *Supporting details *Use facts *Distinguish relevant information *Extend graphic sources *Context clues *Concept vocabulary 	<p>Student –selected texts</p> <p>Checklists Annotated Records Graphic organizers Observation</p>
GUIDED WRITING	Targeted writing skills	<p>Scott Foresman Unit 2 <i>Penguin Chick</i> by Betty Tatham, for modeling Other stories to follow. Mini-lesson Suggestions: Writing Transparency 6A/Summary Scott Foresman T.E. p. 173g Writing Transparency 6B/Including Necessary Information Scott Foresman T.E. p. 173g</p>
INVESTIGATIONS	<ul style="list-style-type: none"> *Guiding questions for research *Main idea *Supporting details *Use of relevant facts from varied sources *Research process *Note-taking *Organization as a trait of writing *Oral presentation of facts, research, and terminology 	<p>Student –selected texts</p> <p>Rubrics Checklists Annotated Records Graphic organizers Observation</p> <p>SUGGESTIONS: iPADS for research Blog to peer edit</p>
INDEPENDENT WRITING	<ul style="list-style-type: none"> *Main idea *Supporting details *Use facts from varied sources *Distinguish relevant information *Concept vocabulary 	<p>Student-selected topics, including drafts, revisions, and final copies Rubrics Checklists Annotated Records Graphic organizers</p>

	<ul style="list-style-type: none"> *Use capitalization, punctuation, spelling and grammar appropriately *Use complex sentences *Organization as a writing trait *Revision *Use a variety of sources to edit 	Observation <ul style="list-style-type: none"> *Use a computer to create and respond to expository texts
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Which 21st Century Literacy Skills and Strategies Will Learners Use?

SKILLS

CHOICE OF RESOURCES

*Communicate

*Blogging (to peer edit)

*Smartboard

*Collaborate

*Blog

*Skype

*Create

*Glogster (website)

*Connect

*Skype (sharing process with other 3rd grades)

*Critical Thinking

* iPad- Google Earth (geography of animal's location)

*Keyboarding Skills

*Computer, iPad

*Gather

*Paper, pencil, computer, iPad

What will learners create and share with authentic audiences?

They will create an informative poster that reveals what they have learned through their research about a selected animal and its adaptations. This will be produced using the website Glogster. These projects will be housed online and shared with district grade level classrooms. Blogging between student peers will provide feedback in order to prompt revision and collaboration.

What should the rough and final drafts of this product enable us to assess?

- *State main idea
- *Use supporting details effectively
- *Use relevant facts from varied sources
- *Grade level and domain specific vocabulary
- *Use capitalization, punctuation, spelling and grammar appropriately
- *Use a variety of simple, compound, and complex sentences
- *Organization as a writing trait
- *Revision
 - *Use a variety of sources to edit
 - *Use a computer to create and respond to expository texts

How Does This Unit Align to the Standards?

Work with Your Team to Articulate this Unit's Alignment to the Standards

Use This Example to Inform Your Notation Process:

RL. 6. 1 = Reading Literature. Grade Six. Standard 1

Reading Literature (RL)

RL. 3.1

RL. 3.4

Reading Informational Text (RI)

RI. 3.1

RI. 3.2

RI. 3.3

RI. 3.4

RI. 3.10

Writing (W)

W. 3.2 b

W. 3.4

W. 3.5

W. 3.6

W. 3.7

W. 3.8

W. 3.10

Reading: Foundational Literacy Skills (RF)

RF. 3.4 a

RF. 3.4 c

Listening and Speaking (SL)

SL. 3.1 b

SL. 3.1 c

SL. 3.1 d

SL. 3.2

SL. 3.4

SL. 3.6

Language (L)

L. 3.1 i

L. 3.2 a

L. 3.2 e

L. 3.2 f

L. 3.2 g

L. 3.4 a

L.3.4 d

L. 3.5 a

L. 3.5 b